

Third Quarter Informative Scoring Rubric – Second Grade Revised 2008

	4 Highly Proficient	3 Proficient	2 Developing	1 Beginning
FOCUS	The writing is clear and focused on the task and the topic. The reader has no problem knowing what the piece is about.	The writing is clear and mostly focused on the task and the topic.	The piece is not very focused on the task or the topic. The reader will have questions about the topic.	There is no topic. The reader won't know what the piece is really about.
Content	There are 2 paragraphs of 4-6 sentences each, which clearly state the main idea, provide several examples with details or explanations.	There are 4-6 sentences which state the main idea, provide 2 details or an explanation.	There are 4 or less sentences with 1 example, and very little detail or explanation.	There are less than 4 sentences which lack detail.
Organization	Information is organized into paragraphs with a clear purpose. There is a clear lead and/or topic sentence. There is a beginning, middle, and end.	The piece is clearly organized into a paragraph with a clear purpose. There is a beginning, middle and end.	The piece is not well organized: it is missing one part—beginning, middle or end. The reader may be confused at points, but can go on.	The piece is too hard to follow. The piece is missing one or more parts—beginning, middle, or end. The reader is too confused to go on.
Style	The writing contains a variety of muscular verbs, specific nouns that create mind pictures and uses describing words to enhance understanding of the subject matter. The sentences vary in length and beginnings. The author's voice is strong.	The writing contains a variety of interesting words including muscular verbs, descriptive words, and specific nouns. The writing contains some sentences of varying length and beginnings. The voice may be heard.	The writing contains many of the same words with little variety or interesting words. The sentence structure looks the same. The voice is weak.	The same words and sentence types are repeated. The words are mostly lower level words. There is no voice.
Conventions	The piece has <u>1-2</u> errors in conventions. <ul style="list-style-type: none"> o Spelling- priority words o Strong sound/letter correspondence o Capitalization o Punctuation o Complete sentences o Grammar o Proper spacing between words o Indenting 	The piece has <u>few</u> (3-4) errors in conventions. <ul style="list-style-type: none"> o Spelling- priority words o Strong sound/letter correspondence o Capitalization o Punctuation o Complete sentences o Grammar o Proper spacing between words o Indenting 	The piece has <u>several</u> (<u>5-6</u>) errors in conventions. <ul style="list-style-type: none"> o Spelling- priority words o Strong sound/letter correspondence o Capitalization o Punctuation o Complete sentences o Grammar o Proper spacing between words o Indenting 	The piece has <u>many</u> (more than 6) errors in conventions. <ul style="list-style-type: none"> o Spelling- priority words o Strong sound/letter correspondence o Capitalization o Punctuation o Complete sentences o Grammar o Proper spacing between words o Indenting